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ABSTRACT

The School District of Philadelphia developed inservice and other training programs to help regular teachers, administrators, and other school staff; parents; and nonhandicapped students become aware of and sensitive to the educational needs and rights of handicapped children. Four elements were considered essential minimums to the overall task--participants needed to know why the staff development program was to be carried out; participants needed to know who were the eventual subjects or beneficiaries of the training; participants needed to know what kinds of supportive services were in place or planned to help cope with the handicapped children; and participants needed to know what specific training, services, consulting, etc. would be available to help teachers or schools cope with daily problems. Some of the constraints or problems with implementing quality programs were considered, including those of size of the task, finances, and time. The overall plan involved such activities as training of 280 building principals, individual school based planning, and evaluation. Content of generic inservice programs addressed topics including supportive programs and personnel, methods of individualizing instruction in regular classes, and legal considerations. (SBH)

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DEVELOPMENT AND IMPLEMENTATION OF GENERIC SPECIAL EDUCATION TRAINING PROGRAMS FOR REGULAR EDUCATORS

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Abstract

On September 29, 1978, Judge Edward R. Becker of the Federal District Court directed the School District of Philadelphia to develop inservice and other training programs to help regular teachers, administrators, other school staff, parents, and nonhandicapped students to become aware of and sensitive to the educational needs and rights of handicapped children. This paper reports the planning and implementation of the inservice programs developed for the regular teachers and instructional personnel. Relevant research and best practices drawn from the literature are cited to indicate the theoretical and empirical perspectives that guided the development of the inservice programs. An extensive bibliography of inservice and generic special education training is included.

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DEVELOPMENT AND IMPLEMENTATION OF GENERIC SPECIAL EDUCATION TRAINING PROGRAMS FOR REGULAR EDUCATORS*

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On September 29, 1978, Judge Edward R. Becker of the Federal District Court directed the School District of Philadelphia to develop inservice and other training programs to help regular teachers, administrators, other school staff, parents, and nonhandicapped students become aware of and sensitive to the educational needs and rights of handicapped children. Judge Becker called for comprehensive awareness programs for nonhandicapped children, their teachers and administrators, parents, and others. The programs were to provide numerous and varied opportunities to learn more about handicapped children in order to support the involvement of handicapped children in the mainstream of our education process. This paper focuses upon the planning and implementation of the staff development programs for instructional personnel.

This massive training program is the work of a good many people. The author had a hand in conceptualizing the program and in developing the plans but the burden of planning, development, and implementation fell upon the Division of Special Education of the School District. The Division of Research contributed in the areas of needs assessment and evaluation and the Staff Development Division has been responsible for the implementation of some of the specific programs. Most of the

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planning, though, especially that related to specific content areas, was carried out by Division of Special Education staff.

On the one hand, the task before the District was reasonably clear-cut: develop inservice programs to help regular educators become more aware of and sensitive to the needs of handicapped children. The long range goal was to facilitate the integration of handicapped children into the total school environment and thereby enhance their education. The basic assumption was made that School District staff, parents, and other children would be more accepting of handicapped children when they become more familiar with their strengths and weaknesses, and with the special services that are available to assist teachers and children. We* took the position that there were four elements that were essential minimums in the overall task:

1. Participants (teachers, administrators) needed to know why the staff development program was to be carried out.

2. Participants needed to know who were the eventual subjects or beneficiaries of the training; i.e., who are the children in question, what are their problems, what can be expected to occur in the regular class situation.

3. The participants needed to know what kinds of supportive services were in place or planned to help the District and the staff cope with thousands of handicapped children--either in traditional special classes or otherwise.

*The author is reporting his own perceptions developed over a two year period as a consultant with the School District.

4. Finally, once the overall concepts and generic training were assimilated, the participants needed to know what specific training, services, consulting, etc. would be made available to help individual teachers or schools cope with the immediate day-to-day problems.

Those four elements, stated in a variety of ways, helped guide the planning of the programs.

On the other hand, although the overall goal of the sensitivity and awareness programs seemed reasonably straight forward, the implementation of quality programs seemed, at the outset, to be an impossible task. Consider some of the problems or constraints.

Constraints

1. First, consider the sheer size of the task. The School District of Philadelphia is, I believe, the 4th largest school district in the nation. There are approximately 250,000 youngsters enrolled in public school programs and another 100,000 (plus) in parochial schools. There are 285 schools and numerous special settings. There are about 15,000 instructional personnel in the District; all were to be served by the inservice programs. With such large numbers, sheer mechanics and logistics are enormous problems; simply informing people about the availability of resources and programs is no small task. (Incidentally, there is hope for a better communication system. I have noted that all 15,000 teachers and several thousand other employees all seem to learn within a matter of minutes that school will be closed because of bad weather.)

2. Finances. Clearly, the provision of adequate, long range training for thousands of people requires a substantial investment: in people time for planning and development as well as for the recipients; equipment; instructional materials; communication, etc. Without substantial outside support there is no way the School District could afford a training program of any magnitude. At this moment, the School District and the city are facing a $100,000,000 dollar shortfall; in this way, the city welcomes its newly elected mayor.

3. Time. Even if you had the perfect training program which were all things to all people, you'd need the time to implement it. No matter which way you look at it, time is money. What are the costs of an inservice program which meets, for example, two hours per week for 15 weeks? When do you give the program? After school? If so, be prepared to pay extra compensation for the participants. You can't expect all employees of an organization to give up 30 hours of their own time. The Philadelphia Federation of Teachers (indeed, most teachers associations) have, as part of their contract, a rate of pay for extra compensation. I estimate that extra compensation for 15,000 teachers to attend a one hour inservice course or workshop would cost in the neighborhood of a quarter of a million dollars. I'll let you do the arithmetic to figure the analogous cost for a 30 hour program for 15,000 people.

So, the basic constraints are clear-cut, too. All you need is lots of time and money. But what about cooperation?

Other Considerations

Obviously, there are other factors which must be considered. I would not label them problems or constraints; on the contrary, they are vital allies. Still, the interaction of some additional factors needs to be considered from the start. These allies are professional associations and parent/advocate groups (including a variety of community based groups).

Professional Associations. The Philadelphia Federation of Teachers is a powerful force in Philadelphia--in the city as well as the schools. Certainly, the planning for any massive training programs for its members must include the sincere and continued consultation with the PFT. Similarly, other professional organizations such as the Principals, Administrators, and Supervisors Association must be involved in the planning and development of activities which directly affect its members. Such consultation takes time to say nothing of diplomacy.

Parents. Parents and advocacy groups, as you well know, have become important change agents in education. In partnership with education law firms, parents' groups have secured increasingly strong lobbies and have a great deal to say about the education of their children. Planning special training programs for professional staff, parents, and children demands close and continued interaction, on the part of all concerned. Again, such interaction takes time, and sincere consultation implies making changes in plans as they are being formulated.

Of course, the goals of parents, professional associations, community groups, and other interested parties, are all similar with respect to their desires to make better education available to all

children. Unfortunately, though, there is not always agreement on how the goals are to be accomplished.

The factors and constraints I've mentioned are people, money, and organizational issues related to the processes of planning and implementing inservice programs of any type. I'd like to turn now to another set of considerations, those related to making decisions about the academic nature or the content of the training. Of course, content of training can never be completely independent of delivery; method of delivery may shape or alter the content of some training programs. Some delivery systems are more amenable to certain types of content and objectives than others. Be that as it may, basic goals should guide the overall development of the delivery system as well as the content.

The first major conceptual problem related to content in our situation was the elaboration of the basic goals (sensitivity and awareness of the needs of handicapped children) into specific objectives and content. An enormous array of potentially useful skills and information lies available for selection. A wide array of pre-packaged materials, textbooks, media packages, are available once the specific content is identified. Immediately, though, the time and financial constraints come to bear; it turns out it is not easy to make even purely conceptual, academic, professional decisions without carefully considering the availability of resources and the potential impact of the intended programs upon people time. Furthermore, choice of what is to be taught is caught up to some extent with political concerns. Who should decide what the teachers should learn? The school administration as manifested by its professional staff? The local college or university system? How

about the teacher themselves? Don't they know their own strengths and weaknesses best? Or parents--they often have strong opinions about the quality of teaching and how education programs could be improved for their children. Content decisions are not to be taken lightly; there's a lot more to it than dusting off your old Introduction to Special Education textbook.

Then, there's the implementation problem of getting the right content to the right person at the right time in the right format. There are the risks of providing redundant information as well as treating an important topic in a superficial manner. Clearly, many different types and levels of need must be addressed.

Finally, there are incentives to be concerned about. What are the best incentives for inservice? What do we know about encouraging adults with differing levels of experience and training to seek ways of improving their job skills?

Obviously, the plunge into the planning, development, and implementation of inservice programs of such magnitude taking all these various factors into consideration is not for the faint of heart. But the incentives in this case were clear. Aside from the desire of all concerned to improve the education of the children, there was, after all, the order from a Federal judge to comply with. Such an order is not to be taken lightly. (Some persons have attempted to cast Judge Becker in the role of villain in these proceedings. Such a view is unfair, in my opinion. Judge Becker has become extremely well informed about the education of exceptional persons. He has spent a great deal of time

studying the education process in many different schools and has acquired an enviable depth of understanding of the problems and triumphs of teaching handicapped youth.)

THE PHILADELPHIA PLAN: GENERIC TRAINING IN SENSITIVITY AND AWARENESS OF HANDICAPPING CONDITIONS

Let me turn now to a case study of the development and implementation of the inservice program conducted pursuant to Judge Becker's directive. The very nature of the task--all instructional personnel, District wide--demands efficiency. By definition, generic training allows a symmetry and parsimony which the separatist approach to training denies.

First, I will describe the overall training program. I will do so as concisely as I can without doing injustices to the conceptualization and planning, or minimizing the enormous amount of work behind the program.

In the second part of the paper I will attempt to identify concepts and generalizations from the literature which helped shape our thinking as the District wide program was in the planning stages. Considerable thought was given to making the inservice program defensible from both theoretical and empirical perspectives. Thus, we attempted to learn from the literature and to avoid the pitfalls noted by others as well as to benefit from the success of others.

Hutson (1979) listed 'best practices' and Lawrence (1977) listed generalizations from research in papers they developed on inservice. I've attempted to follow a similar practice. At various points in the

text I try to identify a 'best practice' or generalization which prompted certain courses of action or supported our decisions. Following these are references which support the generalization or give examples of such.

THE OVERALL PLAN

Figure 1 is a summary of the overall plan for the sensitivity and awareness program for instructional staff and administrators carried out by the School District of Philadelphia in early 1979 and during the 1979-80 academic year. The figure includes key elements presented from top to bottom in chronological fashion.

Phase One

The sensitivity and awareness program was developed by a broad-based school-community task force. Two phases were planned. Phase One took place in the Spring of 1979. It consisted of a two and one half hour training session for the 280 building principals in the district and three additional sessions at each of the 280 schools. The building principals were judged to be key figures in the generic training program. They were assigned overall responsibility for carrying out all remaining parts of the training program.

Principals Training Session. During March, 1979, a training team met with all building principals on a sub-district* basis for a two and one half hour presentation. The training team consisted of representatives from the District's Division of Special Education, the Division of

*There are eight 'sub-districts' in the School District of Philadelphia.

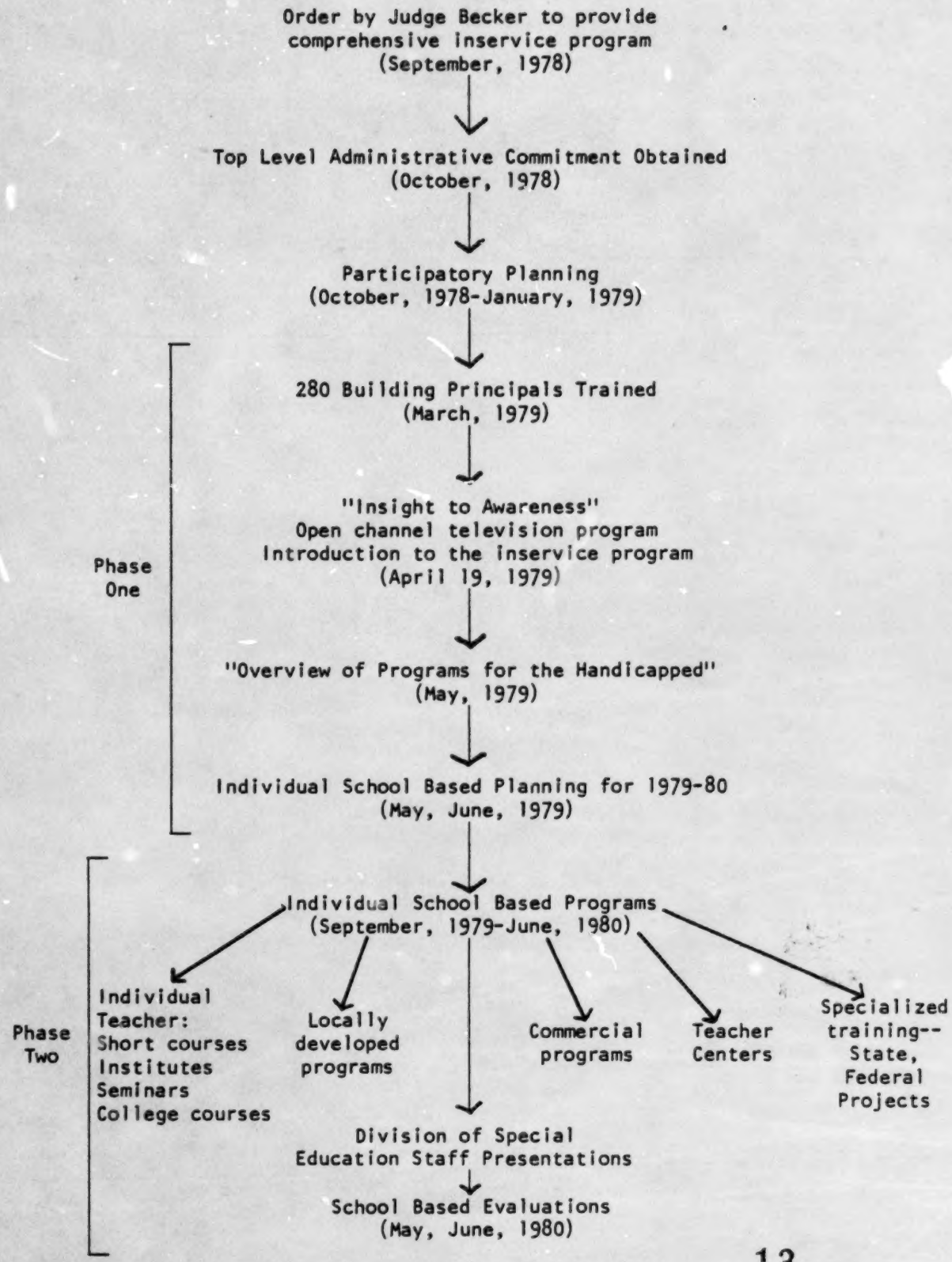
Order by Judge Becker to provide comprehensive inservice program (September, 1978)
Top Level Administrative Commitment Obtained (October, 1978)
Participatory Planning (October, 1978-January, 1979)
280 Building Principals Trained (March, 1979)
"Insight to Awareness" Open channel television program Introduction to the inservice program (April 19, 1979)
"Overview of Programs for the Handicapped" (May, 1979)
Individual School Based Planning for 1979-80 (May, June, 1979)
Phase One
Individual School Based Programs (September, 1979-June, 1980)
Individual Teacher: Short courses Institutes Seminars College courses
Locally developed programs
Commercial programs
Teacher Centers
Specialized training-- State, Federal Projects
Phase Two
Division of Special Education Staff Presentations
School Based Evaluations (May, June, 1980)

Figure 1. Summary: Sensitivity and Awareness Program

Leadership Development, Philadelphia Federation of Teachers, Principals, Administrators, and Supervisors Association, sub-district special education staff, and the community-school based Sensitivity and Awareness Task Force. The presentation covered the overall scope, purposes, and objectives of the Sensitivity and Awareness program, and the procedures to be followed by principals at subsequent sessions with their staff. The principals were made aware of support and training services, and instructional and demonstration materials which would be made available for use with their school based programs. Resource materials made available included a leader's guide for a subsequent District wide open channel television program, needs assessment instrument and instructions for administration, factual information pertinent to an awareness program, and a resource guide to indiciate additional sources of support.

Session One--Instructional Personnel. On April 19, 1979, station WHHY aired a 30 minute television program titled, "Insight to Awareness." The program was a commercial quality, professionally produced videotape written specifically as an introduction to the Sensitivity and Awareness program. All children were dismissed at 1:15. School staff viewed the program from 1:30 to 2:00 within their buildings and engaged in a discussion and followup activities from 2:00 until regular dismissal time. The program outlined the urgency for staff development and recounted the events which led to the Sensitivity and Awareness programs. The simultaneous viewing of the program assured consistency of presentation across all schools and emphasized the support of the District for the inservice program.

Session Two. "Overview of Programs for the Handicapped." This session was scheduled at individual schools during May. Each building principal presented information about school district policies and programs for the handicapped and led a discussion about the implications of 'Mainstreaming' for that particular school. The principal was provided with a packet of information and discussion guide to assist in the presentation.

Session Three. The third session, 'School Planning,' was conducted by building principals in each school in late May or early June. The purpose of the session was to develop a school plan for an awareness program during the 1979-80 school year, including an awareness program for children. As part of the preparation for Session Three, each teacher in the District filled out the Needs Assessment instrument. Results were tabulated on an individual school basis and used to plan programs for the forthcoming school year.

Phase Two

Phase Two of the inservice program took place during the 1979-80 school year. The major component of Phase Two was the programs planned and implemented at the individual school level. These programs varied in just about every dimension: scope, sequence, format, intensity, and reflected the interests of the staff within individual schools. Some made heavy use of commercially prepared materials, others depended upon local development and presentation.

A second component was a series of presentations produced by Division of Special Education staff. These staff people served as resource people and made presentations on a variety of topics.

A third component was generic or specialized training made available through state or Federally funds. Also, teachers were informed of the availability of short courses, institutes, or seminars sponsored by the District, teacher associations, or public agencies, which could be taken by individual teachers on a voluntary basis. Most of these could be taken for inservice credit or Continuing Education Units. College credit courses were given in various Philadelphia schools. Several colleges and universities offered special programs to assist regular teachers in meeting the requirements for the Comprehensive Certificate in Special Education.

Evaluation

The final portion of the inservice program is the evaluation. The evaluation will be school based and will be carried out during May and June, 1980.

PROGRAM PLANNING

Shortly after Judge Becker's order to develop comprehensive awareness programs was delivered, top level commitment to the project was obtained from the Office of the Superintendent. Within two weeks of the order, the first general planning session was held. Invited to this meeting (and to many subsequent meetings were:

(a) representatives from various community groups, public agencies, and advocacy groups;

(b) participants in court proceedings;

(c) key School District staff

These two actions are essential elements in planning any inservice programs of any size or scope.

"INSERVICE PROGRAMS SHOULD BE EXPLICITLY SUPPORTED AT THE OUTSET BY DISTRICT AND BUILDING ADMINISTRATORS." (Hutson, 1979, p. 7)

The first action, obtaining support from top level administrators, is obvious and crucial. It was comforting, though, to see that this principle has been made explicit by at least one writer (Hutson, 1979).

COOPERATIVE PLANNING BY PARTICIPANTS AND OTHER INTERESTED GROUPS IS ESSENTIAL. (Altman, 1979; Boyle, 1978; Edelfelt, 1977; Harris, 1978; Heath, 1974; Hutson, 1979; Lavin, 1976; Lawrence, 1977; Mercer, Forgnone, & Beattie, 1978; Nober, 1975; Pettit & Robinson. 1977; Prehm, 1977; Prothro, 1978; Reynolds & Birch, 1978; Weatherly & Michael, 1977)

Participatory Planning

The action of establishing broad-based task force/planning committees resulted in numerous sessions with several different groups. The meetings and planning sessions were time consuming but productive. The literature is very clear on this point: local planning, local control, local materials development, even local instructors seem to be crucial in assuring acceptance of an inservice program by staff. Some variations work well such as bringing in outside experts, as long as participatory planning is followed and the participants have a say in the content and mode of delivery of the programs.

As a result of the efforts of the broad based school-community Task Force, the rudiments of a district wide sensitivity training program began to take place. Eventually, it was decided that there was a generic core of information that should be provided to all employees in a systematic manner and plans were made for the development of media-based modules to convey the information. These modules would represent a small portion of the overall training effort. The bulk of the training would take place at the building level and would concentrate on the needs and interests of the staff serving that particular level. Clearly, there would be some overlap; teachers in buildings 12, 47, and 231, for example, might be interested in some of the same issues. Some sharing of locally developed materials and identified commercial materials would be encouraged. The risk of redundancy and some possible inefficiency would be more than offset by the positive attitudes resulting from participatory planning.

Needs Assessment

Just as participatory planning appears to be an essential element in developing a successful inservice plan, so does assessment of the needs of the individuals to be served by the programs and by the ultimate consumers, parents, and children. Indeed, it would be hard to separate needs assessment and good planning. Like participatory planning, needs assessment is important because of the information which is gained. Perhaps just as important, though, is the process of needs assessment. Broad-based needs assessment, and questioning all or most of the potential recipients of a program about what they need is more likely to result in

successful acceptance of a program than is a scientifically sound, less expensive sampling method. You may get valid information from a good 10% sample of potential participants but you haven't involved the majority of the people. Furthermore, unless a sample is carefully blocked and leveled, you may miss some important information which is indigenous to a particular school or a certain sub-group of staff members. Finally, even though the professional inservice training staff knows, deep down, that a certain group of teachers really needs to know X, Y, and Z and A, B, and C are irrelevant, the teachers may have other ideas and hold an opposite view. Thorough needs assessment will reveal such conflicting views and participatory planning can circumvent potential problems.

THOROUGH NEEDS ASSESSMENT IS AN IMPORTANT PROCESS AS WELL AS AN IMPORTANT SOURCE OF PLANNING INFORMATION.

(Alberto, 1978; Altman, 1979; Anderson, 1976; Hesse, 1977; Hutson, 1979; Lavin, 1976; Lawrence, 1977; Mercer, Forgnone, & Beattie, 1978; Prothro, 1978; Wheatley & Wheatley, 1978)

Needs assessment was carried out on several levels during the planning of the Philadelphia inservice programs. One level was review of existing documents, e.g., the goals and objectives of the School District in general and the Division of Special Education in particular. A second level was the review of statements made by teachers, parents, administrators, and community leaders, either during court proceedings or at other times. Third, a small sample of teacher opinion was obtained. Finally, the entire population of instructional personnel in

the School District participated in a District wide needs assessment. The instrument used was a collaborative effort between the School District and the National Learning Resource Center. An adaptation of the original NLRC instrument is being used state-wide this academic year. Since the decision had been made to plan most inservice activities at the building level, no attempt has been made to do a summation of the needs across the District. Most of the data from the Needs Assessment instruments remain at the school level and will form an important part of the school based evaluation which will take place later this year.

The overall plan for the sensitivity programs called for the Division of Special Education professional staff to serve as resources for sub-districts and individual schools. Thus, the requests for help and information soon established the parameters of the needs of teachers at the school and district levels.

Teacher Attitude

One of the most prevalent types of studies found in the literature on inservice education are those dealing with the attitudes of teachers toward handicapped children. Most of the studies suggested that the attitude of teachers can be changed to one which is more positive toward handicapped children. It was the thesis of the District planning and the Task Force feeling that helping a teacher become more knowledgeable about handicapped children and how they can be helped would enhance the teacher's attitude toward handicapped children. The more positive attitude would foster greater acceptance of handicapped youngsters into the main stream of education and thereby improve the education program of the handicapped.

APPARENT ATTITUDES OF TEACHERS TOWARD HANDICAPPED CHILDREN CAN BE CHANGED TO FACILITATE ACCEPTANCE OF HANDICAPPED CHILDREN. INFORMATION ABOUT HANDICAPPED CHILDREN AND INTERACTION WITH THE CHILDREN FACILITATES POSITIVE ATTITUDE CHANGE.

(Boeck & Foster, 1975; Harasymiw & Horne, 1976; Ingram, 1976; Kromer, 1976; Kuik, 1976; Mathey, 1977; Mortz, 1977; Penn & Kidd, 1973; Reynolds & Birch, 1978; Riggen, 1975; Schorn, 1976; Skrtic, 1976; Soloway, 1974; Waggoner, 1976; Yates, 1973)

CONTENT OF GENERIC INSERVICE PROGRAMS

The early returns from the various levels of needs assessment along with information available in the professional literature revealed a rather stable, even somewhat predictable picture. Teachers wanted to know:

(a) what kinds of problems they might face in accepting handicapped children into the regular schools and classes;

(b) what kinds of help (supportive or related services) they could expect to receive;

(c) what skills they needed to teach the youngsters; and

(d) what are the expectations for individual teachers and for the schools with respect to educating these youngsters.

Stated in a different fashion, these apparent needs became the organizing vehicle for a series of information packets and modules which were developed or purchased and made available to individual schools on a call basis. These basic categories of needs might be summarized as follows:

(a) characteristics of handicapped children directly relevant to regular teachers;

(b) supportive programs and personnel;

(c) methods of individualizing instruction for handicapped children in regular classes;

(d) techniques for classroom and behavior management; and

(e) legal considerations.

GENERIC INSERVICE PROGRAMS FOR REGULAR EDUCATORS SHOULD INCLUDE:

1) SENSITIVITY TO THE NEEDS OF THE HANDICAPPED
2) AWARENESS OF THE CHARACTERISTICS OF HANDICAPPED CHILDREN
3) INDIVIDUALIZATION OF INSTRUCTION FOR HANDICAPPED CHILDREN IN THE REGULAR CLASSROOM
4) TECHNIQUES FOR CLASSROOM AND BEHAVIOR MANAGEMENT
5) LEGAL ISSUES
6) COMMUNICATION WITH PARENTS AND OTHER STAFF
7) SUPPORTIVE PROGRAMS AND PERSONNEL

(Adler, 1977; Altman, 1979; Baker, 1976; Cartwright, Cartwright, & Robine, 1972; Cartwright, Cartwright, & Ysseldyke, 1973; Cohen, 1977; Dexter, 1978; Fitzpatrick, 1978; Haughton, 1976; Hayden, 1978; Isaccson, 1977; Martin, 1974; Orlando & Lynch, 1974; Reynolds & Birch, 1978; Schofer & Duncan, 1979; Shaw, 1978; Shaw & Shaw, 1972; Skinrud, 1978; Sowers, 1978; Van Nagel, 1977; Ward, Gajar, & Geesey, 1979)

Again, the literature is fairly clear on the global generic competencies that regular teachers should have to work successfully with handicapped children; it's in the application or elaboration of the global statements that communication begins to break down. I don't pretend that the list I've generated is all inclusive; rather, it is my description of what seems to be the predominant issues discussed in the literature and <u>taught in model programs</u>.

Pennsylvania colleges and universities have been involved in generic special education training for several years now, partly due to the teaching certificates to which our students aspire. Pennsylvania certificates for special education teachers are: Hearing Impaired, Visually Impaired, Speech Impaired, and Mentally and/or Physically Handicapped. This latter certificate is also called the Comprehensive Certificate. It permits the holder to teach children legally identified as:

Mentally Retarded
Emotionally Disturbed
Physically Handicapped
Learning Disabled
Neurologically Impaired

The certificate assumes that the holder has generic skills which are applicable to all children so classified. Further, no differentiation is made on the basis of level of severity of the handicap or of age of child. Thus, graduates of four year training programs are legally entitled to teach three-year-old severely and profoundly retarded children, 20-year-old acting out aggressive severely disturbed youngsters, multiply handicapped learning disabled children, and everything in between. Surprisingly, though, in spite of the generic training required and the generic certificate, we still have classes for the educable mentally retarded, the learning disabled, the physically handicapped, etc.

The major lesson we have learned as we set about to produce beginning teachers with at least minimal competencies for working with children with so many different labels, is, of course, to disregard the label. The approach that we have taken is the same approach that keeps cropping up in the literature; i.e., we try to stress dealing with functional problems in the developmental domains rather than to pass on the conventional wisdom long associated with the category system.

Massive inservice training points even more to the functional approach and to the generic approach. Limitations in time and money prevent us from passing on all the wisdom of the ages. Instead, we are forced to be extremely selective in what we do. My reading of the literature convinces me that this selection problem is common. I am comforted, though, in what I take to be some agreement on at least the parameters of generic training.

TYPE OR MEDIUM OF INSERVICE INSTRUCTION

According to Lawrence (1977), the most prevalent inservice delivery modes are workshops, institutes, courses, and minicourses. Altman (1979) suggests that most inservice programs take one of the five basic forms (or combinations): authoritative presentation, tutorial study, guided study, demonstration, or independent study. In addition to these methods, the following models have been used for inservice instruction, all with apparent success: satellite transmission of live and taped sessions (Daugherty, 1978); competency based modules and consulting teachers (Sheinker, 1978); provision of substitute teachers to permit regular teacher to attend intensive training sessions (Carlson & Potter, 1972); gaming and simulation (Lavin, 1976; Carroll & Purdy, 1978; Shaw, 1978); provision of teacher aides (Martin, 1978); summer institute with practicum (Ward, Gajar, & Geesey, 1979); mobile computer assisted instruction (Cartwright & Cartwright, 1972).

Although Kupisch (1975) reported that teachers have no clearcut preferences for medium of instruction, and Lawrence (1977) found that no medium was altogether inappropriate, there is a strong trend to make inservice training an active rather than a passive learning experience.

ALTHOUGH NO INSTRUCTIONAL FORMAT IS ALTOGETHER INAPPROPRIATE, THE PREFERENCES OF TRAINERS AND TRAINEES SEEMS TO FAVOR AN ACTIVE, PERFORMANCE BASED APPROACH TO A PASSIVE APPROACH.

(Carroll & Purdy, 1972; Cartwright & Cartwright, 1972; Daugherty, 1978; Dexter, 1978; Lavin, 1976; Lawrence, 1977; Martin, 1978; Shaw, 1978; Sheinker, 1978; Singleton, 1977; Ward, Gajar, & Geesey, 1979)

The Philadelphia programs permitted a wide latitude of choice by participants. First, school based programs were planned by the teachers within a particular school. Both format and content of training were subject to local decision making. Second, in addition to the school based programs, a series of additional options were made available. Most notable were short courses and seminars sponsored by the school district, the teacher's association, or local agencies; inservice courses for inservice credit or Continuing Education Units; or conventional college courses offered by nearby institutions.

SUMMARY

Several major generalizations can be derived from the literature on inservice education. To the extent possible, the Philadelphia in-service program was based upon these generalizations.

First, participatory planning is a vital element in inservice programs. Broad based school and community planning groups are difficult to organize and maintain but they can perform a crucial role in planning, monitoring, and evaluating inservice programs.

Second, needs assessment, which can be considered as a corollary to participatory planning is not only useful in terms of information that can be acquired, it is also helpful in obtaining commitment and interest from potential recipients of the training.

Teacher attitude toward handicapped youngsters seems to be a critical area. Although attitude measurement and change is difficult, the variable has such significance it can't be ignored.

Format or medium of instruction favors those which promote an active involvement on the part of the 'earner.

The content of generic training programs can be diverse but probably should include objectives in the affective domain, characteristics of handicapping conditions, individualization of instruction, techniques for classroom and behavior management, legal issues, parent communication, and support programs and staff.

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